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ABSTRACT

The staff development department of the Des Moines Independent Community School District provides services and has responsibilities related to research, delivery, coordination, facilitation, communication, supervision, evaluation, and development of programs for teachers, administrators, and school support staff. This report contains a summary and evaluation of the system-wide activities of the department as of the 1991-1992 academic year. The major sections of the report focus on program description, staff and budget, staff development department responsibilities, its accomplishments and improvements, and needs and recommendations. Brief descriptions are given of the Administrative Academy, a training program for practicing administrators and teachers who hold administrative certification, and of the Professional Development Committee which reviews and approves course outlines, objectives, and methods of evaluation for staff development teacher credit classes. In addition, brief descriptions are given of the computer training program, office personnel seminar, elementary principals training, early childhood and elementary programs inservice program, secondary administrators training, school-based management through shared decision making, demonstration project training, summer institutes, and the "Effective Teaching" program. The "Effective Teaching" courses are designed to strengthen effective teaching and effective support service behaviors and skills. (IAH)

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STAFF DEVELOPMENT DEPARTMENT

PROGRAM EVALUATION
1992

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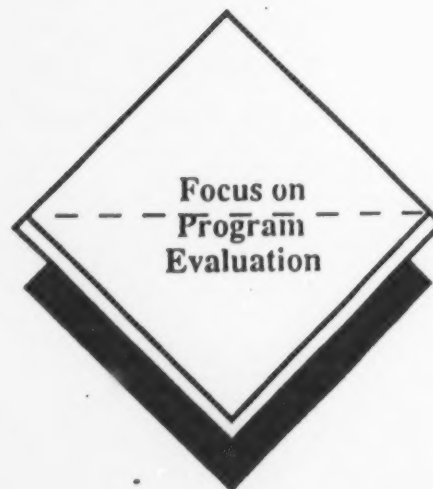


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Des Moines Independent
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STAFF DEVELOPMENT DEPARTMENT PROGRAM EVALUATION

Evaluation Abstract

1992

CONTEXT EVALUATION

Program Description. The Department of Staff Development provides services that include elements of coordination/consultation, support service, or complete program development, implementation, supervision, and evaluation. Recent developments in district programs, newly enacted state standards, and the issues involved in educational reform have had an impact upon Staff Development's roles and responsibilities. In order to comply with the standards established by the Department of Education and meet the needs of the district in a manner that makes the most efficient use of resources by avoiding gaps and overlaps in services, the Department of Staff Development must provide a variety of services including research, delivery, coordination, facilitation, communication, and support.

INPUT EVALUATION

Staff and Budget. Staff Development personnel includes one supervisor, 2 consultant positions, 1 technology trainer, 2 secretaries, and 1 technician. The Department of Staff Development is funded by the General Fund, the Phase III Fund, and receives an allotment from Heartland Area Education Agency XI. The monies received from AEA XI varies each year. During the 1991-1992 school year the district will receive \$8684.00. Resources allotted to support 1991-1992 staff development activities include funds from AEA XI, Phase III, and district general fund which totals \$1,919,169. These funds represent approximately 1.2% of the district total \$156,000,000 budget.

PROCESS EVALUATION

Responsibilities. The Staff Development Department strives to meet the diverse continuing educational needs of all employee groups by coordinating a quality educational program which focuses on professional growth and the refinement of skills.

PRODUCT EVALUATION

Accomplishments and Improvements. The Staff Development Department is proud of its many major improvements. Some include the establishment of an Adult Learning Center at Samuelson Elementary School and facilitating the development and delivery of various employee training programs. Among those programs are the Effective Teaching Courses, Administrative Academy, Office Personnel Seminars, Annual Professional Educators' Conference, staff development courses, computer training, elementary and secondary administrator training, School-Based Council training, and School-Based Management through Shared Decision-Making training.

FUTURE PLANS

Needs/Recommendations. Because the Des Moines Public School District is rapidly implementing school improvement and school transformation initiatives, the role of Staff Development becomes increasingly more important and more complex. Staff Development will continue to provide technical training and professional growth opportunities to all employee groups. Additionally, to ensure the most effective and efficient use of resources, future Staff Development programs will be closely tied to strategic planning and organizational development efforts taking place within the district. This philosophy of providing staff development programs to support strategic planning and organizational development initiatives assures a sound foundation of the skills necessary for planning the district's future.

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STAFF DEVELOPMENT DEPARTMENT

Dr. Earl Bridgewater
Associate Superintendent of Management Services

Dr. Don Prine
Director of Operations Management

Dr. Georgianne Peterson
Supervisor of Staff Development

Mrs. Vicki Gooch
Staff Development -Technology Trainer

Ms. Linda King
Staff Development -Phase III Consultant

Mrs. Kris Mesicek
Staff Development -Phase III Consultant

Ms. Diane Stilley
Staff Development -Phase III Consultant

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
Des Moines, Iowa 50309-3399

February 18, 1992

DISTRICT MISSION STATEMENT

**Des Moines Independent Community School District
Des Moines, Iowa**

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

Responsibility Statement Staff Development

Staff Development will meet the diverse continuing education needs of all employee groups by coordinating a quality educational program which focuses on professional growth and organizational development.

CONTEXT EVALUATION

Some Historical Facts about Staff Development in the Des Moines Independent Community School District

- 1972** Frank Hildreth became the first Coordinator of Staff Development for the school district. While at Meredith, as a half-time English teacher, he was on call for training needs in the district. The Department of Public Instruction selected nine schools to pilot a formal staff development program, with the Des Moines Independent Community School District among them.
- 1973** Mr. Hildreth and a committee of seven individuals developed a plan to be implemented in the fall of 1973. Classes were offered for teachers to obtain advancement on the salary schedule, for teacher recertification, and a select few for Drake University credit. This was the inception of the 15 hour course which was offered after school hours, and taught by staff members from the district. There was a \$5 fee for class enrollment. Teachers were the only employment group in the district who received in-service.
- 1973-77** Responsibilities of Staff Development included the following:
- The Staff Development Coordinator was responsible for placement of student teacher assignments.
 - The annual in-service day for staff members was planned by an in-service day committee. Meetings were held separately with elementary teachers meeting in content areas and secondary teachers gathering together at a high school.
 - With no budget, staff development had to be self-supporting with the exception of an annual dollar amount from the Area Education Agency XI of \$5,000.
 - Staff Development representatives from each building met together once a semester to gather ideas for teacher training. This in conjunction with an annual needs assessment aided in determining teachers' needs for professional growth.
 - Mr. Hildreth had no staff, merely access to a secretary as needed.
- 1977** Dr. Jim Wise became the Director of Staff Development and held the position for 8 years.
- 1977-85** The following innovations occurred as a result of Dr. Wise's leadership:
- The Administrative Academy was formed as a vehicle to provide in-service to district administrators. The Academy had its own advisory council. The initial Academy training was provided by the Menninger Clinic on stress management.
 - Seminars for Office Personnel were organized for the first time in the district. An Office Personnel Seminars planning committee, with representatives from the office personnel staff, Personnel, and Staff Development conducted an annual needs assessment and scheduled workshops for professional development specifically for office personnel.
 - An annual budget of \$72,000, in addition to the AEA money, funded Staff Development activities.
 - Course registration fees were raised to \$10 per credit hour.
 - Based upon results from the annual needs assessment, Dr. Wise originated a Wellness Program for the district.

- Staff Development began to allocate money for curriculum development and instructional materials. Teachers were compensated for their efforts in these areas.
 - Dr. Wise's staff consisted of two half-time secretaries.
- 1985 Dr. Georgianne Peterson became the Supervisor of Staff Development and has held the position for the past six years.
- The Staff Development Supervisor assumed responsibility for coordinating employee assistance teams for teaching staff.
- 1986
- The Staff Development Supervisor computerized the Curriculum/ Staff Development budget.
 - Staff Development developed and coordinated the Curriculum Institute.
- 1987
- Elementary Department held March In-Service Day at the Des Moines Convention Center.
- 1988
- Elementary and Secondary Departments March In-Service Day was held at the Des Moines Convention Center and other supporting downtown locations.
 - Phase III funds provided an additional three consultants and one secretary to Staff Development staff.
 - Staff Development course registration fee increased to \$15 per credit hour and instructor payments increased from \$225 to \$450 per credit hour.
 - Staff Development Department was moved to Room 215 in Central Campus.
 - Room 319 in Central Campus was remodeled as an adult training room.
- 1989
- Phase III Summer Institutes became available.
 - March In-Service became a district-wide training day.
 - All district administrators were trained and earned teacher evaluation endorsement.
 - District administrators were trained in strategic planning.
 - Strategic Planning Committee was developed.
- 1990
- One Phase III Staff Development Consultant position was eliminated.
 - Phase III Summer Institutes were eliminated.
 - District reorganization placed Staff Development Department in Management Services Division.
 - Technology Instructor was added to Staff Development staff.
 - Board approved District Staff Development Plan was established.
 - Staff Development Coordinating Council was initiated.
 - Staff Development Coordinating Training Calendar was developed.
- 1991
- Staff Development Department was moved to the former Samuelson Elementary School.
 - Part time Staff Development Technician was added to staff.
 - Staff Development budget was increased to \$638,000.
 - School-Based Management Through Shared Decision-Making was formally initiated.
 - School-Based Management Through Shared Decision-Making Demonstration project was initiated.

Policies, Standards, and Regulations

Staff Development is regulated by Iowa Department of Education Standards and by Board policies and procedures. Applicable policy, procedures, and standards are as follows:

District Policies

Series 400

Code 421

Title PROFESSIONAL GROWTH

The Board of Directors recognizes that all personnel must have the opportunity to broaden their experiences, deepen their understanding, and increase their professional competencies. Opportunities for personnel to participate in advanced study, in-service training programs, and other types of experiences that may promote growth will be encouraged. Such experiences may include assignment transfers when it is determined by the Superintendent that the transfer will be of benefit to the individual employee, the District or both.

In order to protect the quality and efficiency of instruction in the school, limitations may be placed on the amount of advanced study that certified personnel may pursue during the school year.

District Procedures

Series 400

Code 421

Title PROFESSIONAL GROWTH

CERTIFIED STAFF

1. Total Hours Allowed

In order to protect the quality and efficiency of instruction in the schools, limitations must be placed on the amount of advanced study that certified personnel may pursue during the school year.

Certified employees are required to report to the Personnel Office all study pursued in any school or college during the period for which that employee is under contract with the district, whether or not such study is being done for credit under the salary schedule.

The limit of collegiate work which may be taken by a certified employee off probation engaged in active teaching in the district (not on leave of absence) is eight semester hours in any one semester, or a total of 12 semester hours during the two semesters of any one school year, unless special permission is granted by the executive director of Personnel.

There is no limit on the number of semester hours that may be taken during the summer vacation period. Correspondence courses begun in the summer shall be counted as course work in progress and figured as part of the allowed load during the school year.

2. Probationary Employees

During the first year of probation, a certified employee may not take course work without special permission from the executive director of personnel.

3. Prior Approval for Study

An employee may not receive credit on the salary schedule for study (reclassification), unless prior approval for such study and the courses to be taken have been approved by the executive director of personnel before such study has begun. Forms are available in the principal's office. Request for approval of professional study are reviewed and approved by the employee's subject area supervisor before permission is granted by the Personnel Office.

4. Revised Request for Study

If it becomes necessary for the employee to change his/her enrollment due to factors beyond his/her control (i.e., cancellation of a course, change in hours a course meets, etc.), no prior notice need be given to the Personnel Office. However, if a course change does occur, the Personnel Office must be notified within five (5) working days after the course work is begun in order for the course to be considered for advancement on the salary schedule or to maintain eligibility for employment (see Comprehensive Agreement).

5. Factors Considered for Approval

In approving course taken for credit, the Personnel Office takes into consideration:

- the subjects taught by the teacher or those for which the teacher is making preparation;
- the individual tastes and aptitudes of the teacher;
- the general educational plans of the teacher, whether toward a degree or other scholastic recognition;
- the possible affect of such study upon the teacher in relation to his/her work in the district;
- requirements for certification as mandated by the Department of Public Instruction; and,
- the educational needs of district.

6. Continuing Education Units

The district does not accept credit for Continuing Education Units (CEUs).

7. Staff Development Credit

The district, recognizing the need for the value of staff development opportunities for all employees, provides varied experiences for professional growth. The same conditions for professional study apply equally to all staff development classes.

8. Semester Hours

The official transcript of collegiate work filed in the Personnel Office is recorded in terms of semester hours. One semester hour is equivalent to 900 clock minutes. Some colleges use the quarter or term hour as the unit of time. Three quarter terms equal two semesters of work, making a quarter hour of credit equivalent to two-thirds of a semester hour.

The official transcript is the only verification of course completion accepted by the Personnel Office.

Comprehensive Agreement: Certificated Staff

•Comprehensive Agreement between Des Moines Independent Community School District and the Des Moines Education Association 1990-1994

Article XII: In-Service Training (Comprehensive Agreement, pg 10-11)

A. Definitions.

In-Service Day training is defined as training provided employees by the Employer during the service year.

B. In-Service Day Steering Committee.

1. Makeup.

One half of the members of the In-Service Day Steering Committee, exclusive of the chairperson, shall be teacher representatives appointed by the employer from a list of nominations provided by the Association. The Assistant Superintendent for Teaching and Learning or his/her designee shall serve as chairperson.

2. Responsibility.

The In-Service Day Steering Committee shall be established to make recommendations to the office of the Assistant Superintendent for Teaching and Learning on the general plan for the District's in-service training day.

3. Released Time.

Members of the In-Service Steering Committee shall be granted released time fulfill their responsibilities upon receipt of approval by the office of the Director of Human Resource Management. Attendance of employees at In-Service Day Steering Committee meetings outside the parameters of the work day shall not be used in lieu of other employee obligations outside the parameters of the work day.

Article XIV: Service Year (Comprehensive Agreement, pg 12)

D. In-Service during the service year is as follows: One day

Article XVI: Compensation (Comprehensive Agreement, pg 17-18)

Approval for Courses of Study

Staff Development. Staff Development courses offered by the Des Moines Public Schools may be taken without prior approval. Credit approval will be granted from the completed certificates provided to the Human Resources office by the coordinator of staff development. Staff development courses offered by agencies other than the Des Moines Public Schools must receive approval prior to the beginning of the course for acceptance to advance on the salary schedule. Requests for reclassification based upon acceptable completion of approved courses will be accepted until September 1. A certified transcript from the training institution or completion of course work certificate for staff development must be submitted to the office of the Director of Human Resource Management for evaluation by September 15 in order that the salary of the employee can be changed from one class to another when applicable. The salary increase as a result of reclassification will be retroactive to the effective date of the salary schedule. Credit up to the tenth step of any salary level on experience or job related work experience in a duly accredited school or place of employment.

- Comprehensive Agreement Amendments between Des Moines Independent Community School District and the Des Moines Education Association 1991-1995

Appendix 3 (Comprehensive Agreement, pg 20)

Supplemental pay for high school supplemental pay positions	
•Staff Development Specialist	\$1000/yr
Supplemental pay for middle school supplemental pay positions	
•Staff Development Specialist	\$1000/yr
Supplemental pay for elementary school supplemental pay positions	
•Staff Development Specialist	\$1000/yr
Supplemental pay for K-12	
•District Staff Development Consultant	\$2000/yr
Supplemental pay for K-12	
•Staff Development Course Developer	\$1500/yr
Supplemental pay for supplemental job assignments	
•Curriculum development	\$16/hr

Staff Development

- Training Activities
- Teaching
- Participation incentive

\$16/hr
\$450/course
\$250 per each
one credit
course

•Comprehensive Agreement: Department of Secretaries

Article XII: In-Service Training (Comprehensive Agreement, pg 8)

A. Definition.

In-Service Day training is defined as training provided employees by the Employer during the service year.

B. Responsibility.

The members of the Office Seminars Committee, appointed by the president of the Department of Secretaries, shall be responsible for making recommendations to the Office of Staff Development for the provision of appropriate in-service training activities.

Appendix 1: Salary Schedule (Comprehensive Agreement, pg 23)

An additional \$2.50 bi-weekly will be paid for each additional 15 hours of staff development or college work toward an earned degree.

•Comprehensive Agreement: Department of Associates

Article XII: In-Service Training (Comprehensive Agreement, pg 9)

A. Definitions.

In-Service Day training is defined as one day of training provided employees by the Employer during the service year.

B. In-Service Day Steering Committee.

1. Makeup.

One half of the members of the In-Service Day Steering Committee, exclusive of the chairperson, shall be associate representatives appointed by the employer from a list of nominations provided by the Association. The Associate Superintendent for Teaching and Learning or his/her designee shall serve as chairperson.

2. Responsibility.

The In-Service Day Steering Committee shall be established to make recommendations to the office of the Assistant

Superintendent for Teaching and Learning on the general plan for the District's in-service training day.

3. Released Time.

Members of the In-Service Steering Committee shall be granted released time fulfill their responsibilities upon receipt of approval by the office of the Director of Personnel. Attendance of employees at In-Service Day Steering Committee meetings outside the parameters of the work day shall not be used in lieu of other employee obligations outside the parameters of the work day.

Appendix 1: Salary Schedule (Comprehensive Agreement, pg 25)

1. An additional 25 cents per day will be paid for each 15 hours of staff development or college work toward an earned college degree.
2. A differential of \$2.25 per day will be paid for an earned degree.

Iowa Department of Education Standards and Descriptions

STAFF DEVELOPMENT PROGRAM

12.7(1) STAFF DEVELOPMENT PROGRAM. The board shall have a plan for staff development. The plan shall provide for the professional developments needs of the instructional professional staff, the noninstructional professional staff, the support staff, and educational aides. The plan shall include general goals for a three-year period and specific objectives and activities for the current school year.

COMMENT:

A comprehensive staff development program is necessary to ensure that the skills and content background of all staff are consistent with the current best practices in their field. Boards of Education and all staff must make a commitment to the continued process of professional growth. The staff development program must address staff programs and district growth needs.

DEFINITION OF TERMS:

Staff development. Planned learning activities sponsored by and/or financially supported by the school or school district which enables employees to approach full potential in their performance.

EXAMPLES OF DOCUMENTATION:

Board approved three-year staff development plan including specific objectives, activities, and evaluation for current school year.

BUDGET FOR STAFF DEVELOPMENT

12.7(2) BUDGET FOR STAFF DEVELOPMENT. The board shall annually budget specified funds to implement the plan required in subrule 12.7(1).

DEFINITION OF TERMS:

Specified funds. Money allocated for a designated purpose.

EXAMPLES OF DOCUMENTATION:

Board approved staff development budget.

Board approved three-year staff development plan including specific objectives, activities, and evaluation for current school year.

Current Program Description

The Department of Staff Development provides services that include elements of coordination/consultation, support service, or complete program development, implementation, supervision, and evaluation. Recent developments in district programs, newly enacted state standards, and the issues involved in educational reform have had an impact upon Staff Development's roles and responsibilities. The content of the program description section has been organized to reflect the various services provided by Staff Development.

In order to comply with the standards established by the Department of Education and meet the needs of the district in a manner that makes the most efficient use of resources by avoiding gaps and overlaps in services, the Department of Staff Development has a variety of responsibilities which include:

- Research
- Delivery
- Coordination
- Facilitation
- Communication
- Services

Research involves an on-going review of the current research on effective teaching and learning behaviors as well as the "best practices" in training and staff development. This information is incorporated into the development of courses, the design of staff development activities, and is available as a resource to other staff members in the district.

Delivery of programs promoting professional growth will continue to be a major function of the Department of Staff Development. The programs for which the department is directly responsible include:

- Administrative Academy recertification courses
- Teacher recertification credit courses
(also available to administrators, associates and secretaries)
- Effective Teaching* courses

- Professional Educators' Convention
- Fall Professional Educators Conference
- School-Based Council Through Shared Decision-Making Training
- Computer Training
- Assistance Teams
- Office Personnel

Coordination refers to activities which identify gaps and overlaps in training programs and ensures the most efficient use of the district's financial and human resources. The Staff Development Coordinating Council, developed in 1990, plays a key role in establishing a common language, a common mission, and harmonious interaction between district staff development programs and training activities.

Facilitation involves providing direct and indirect assistance to other departments in the development of three-year goals, one-year objectives, and the development and delivery of training. These efforts are reflected in the annual staff development plan which is approved by the Board of Directors and meets the Department of Education standards. The services provided will reflect the needs of the school or department requesting assistance and the most effective use of the available resources.

Identifying and prioritizing district training needs is a key responsibility of the Staff Development Department. The department facilitates the development and monitors the expenditures of a budget that reflects school, department, and district priorities.

Communication is an integral part of a coordinated staff development program. Staff development programs are advertised in the *Bulletin*, through flyers, and/or through building staff development specialists. The Coordinating Council serves as a central clearinghouse for information regarding training and professional growth activities for all employee groups. The Department of Staff Development also serves as a resource in assisting staff members in networking with other professionals on specified topics.

Communication also includes the dissemination and sharing of Des Moines Public Schools professional growth programs with other members of the educational community. The department continues to make presentations at professional conferences and to other school districts.

Services to coordinate and facilitate district training programs and activities are provided by the Department of Staff Development. These services include:

- Coordinating, monitoring, and facilitating district training programs which may include: sharing information on effective teaching and learning research, assisting in locating sources of information on a specific topic, assisting in the development and analysis of needs assessments, providing a list of meeting facilities and logistics checklists for meetings, assisting in making arrangements for resource speakers and coordinating the use and reservation of Samuelson's adult learning center
- Managing Teaching and Learning in-service/curriculum budget
- Monitoring substitute allotment for professional activities
- Providing support services for strategic planning
- Developing training for School-Based Management Through Shared Decision-Making

- Developing and managing Phase III Effective Teaching Courses which includes:
selecting and training instructors, scheduling courses and notifying participants, facilitating record keeping for recertification credits, facilitating university credit for staff development courses, and providing follow-up support service for Phase III courses

Brief Descriptions of Programs Provided

Staff Development Courses

Two advisory committees oversee the development and delivery of staff development courses. The Administrative Academy is comprised of district administrators, and the Professional Development Committee includes administrators, teachers, and the Heartland AEA Coordinator of Staff Development.

The Administrative Academy has developed courses for practicing administrators and teachers who hold administrative certification. The Administrative Academy Steering Committee is the advisory committee for the Academy. The Academy is developed on the premise of leaders teaching leaders. Trainers are selected on the basis of knowledge of the subject area, ability to present, willingness to commit the necessary development and delivery time, and respect of their peers. Topics such as time management, dealing with stress, conflict management, effective leadership, the micro-computer and public relations, decision-making/problem solving, marketing our schools, motivation, preventive law, effective communication, humor, strategic planning, and working with students at risk were identified by a needs assessment and offered by the Administrative Academy.

The Professional Development Committee reviews and approves course outlines, objectives and methods of evaluation for staff development teacher credit classes. The Iowa State Department of Education has approved the Department of Staff Development as a provider of staff development credit for teacher and administrator certificate renewal credit. The Department of Staff Development coordinates the initial approval, advertisement, registration, materials, evaluation, and recording of credit for the courses.

Staff Development Courses for teacher recertification are initiated and taught by content area supervisors, consultants, classroom teachers, and specialized community resource people. The purpose of staff development courses is to provide staff members with new skills and information in specific content areas, general teaching skills, and technology. Courses include Appleworks computer classes, Boystown Classroom Management, Cardio-Pulmonary Resuscitation, First Aid, Math, Physics, Beginning and Intermediate Signed English, Use of Portfolios, Planning for Retirement, Independent Study, Working with Youth At Risk, Desktop Publishing, Arts for Children with Special Needs, and New Art Basics.

Computer Training Program

Because the district is expanding its use of computer technology, the need for training increases. A Technology Trainer in the Department of Staff Development is responsible for providing computer training to all district employees.

Office Personnel Seminars

The Office Personnel Seminars Planning Committee consists of four district secretaries, the personnel specialist, and two representatives from Staff Development. The committee identifies topics to be addressed at seminars offered during the work day to all secretarial

staff members. An annual needs assessment is designed to aid in identification of training topics. Trainers are district personnel and community experts who address various areas of concern.

In addition to these seminars, the committee also schedules sessions of special interest to secretaries at the annual Professional Educators' Conference.

Assistance Teams

Teachers who have failed to meet district standards during the formal evaluation process have the opportunity to accept assistance from an assistance team. The Staff Development Supervisor is responsible for scheduling the assistance team Director's meeting, which is held in the Department of Human Resources. This meeting typically includes the Director of Human Resources, the appropriate Executive Director, the Supervisor of Staff Development, and the marginal teacher. The Supervisor of Staff Development also coordinates formulation of the teams. After the evaluating administrator writes an improvement plan for the marginal teacher, members of the team are selected based upon the identified goals for improvement. Team members follow procedures outlined in the book, *The Marginal Teacher*, which was written specifically for the assistance team process. Confidential records of assistance provided are maintained by the Supervisor of Staff Development.

When target dates for improvement have been reached, the assistance team is terminated or requested to extend services. The status of the team is determined by the Department of Human Resources.

Elementary Principals Training

An elementary principals' in-service committee consisting of four elementary principals, the Executive Director of Early Childhood/Elementary Programs, and the Staff Development Supervisor identifies, develops, and monitors professional growth opportunities for elementary principals.

Early Childhood and Elementary Programs In-Service Program

In concert with school-based management through shared decision-making, each school building determines which of the following sessions staff members will attend. Each building receives \$465 for school-based in-service. Buildings contract for services by selecting the most appropriate sessions to facilitate their improvement plans.

Following are the available programs:

- On-going Grade Level Math In-services

A series of 45 minute in-service sessions provided by the Math Supervisor.

- NCTM Regional Conference

The National Council of Teachers of Mathematics will be having a regional mathematics conference in Des Moines during the 1991-92 school year featuring outstanding national speakers focusing on all levels of instruction and stressing the implementation of new national standards for the teaching and learning of mathematics.

- Using Children's Literature in Social Science

Session indicates how using children's literature to teach social science concepts can improve motivation and enthusiasm for social science.

- Improving Iowa Test of Basic Skills (ITBS) Study Skills Scores**
Session provides direct teaching ideas and activities to teach the map, globe, and graph skills tested on the ITBS test.
- Kindergarten, First Grade, Second Grade, and Third Grade Integrated Science**
These sessions are held separately according to grade level. Sessions provide a review of the hands-on activities, a sharing of suggestions, and a discussion of supplementary and alternative activities.
- Fourth Grade and Fifth Grade Integrated Modules**
These sessions are held separately according to grade level. Sessions provide a review of the hands-on activities, a sharing of suggestions, and a discussion of supplementary and alternative activities.
- Early Childhood - Involving Parents as Partners/Teachers**
A variety of program models and services to foster parental involvement. Some of the difficulties, successes, and insights encountered in the parent involvement process are examined.
- Early Childhood - Developmentally Appropriate Practices K-2**
Child development principles, contemporary research, and needs of families are the basis for planning appropriate experiences for children K-2nd grade.
- Early Childhood Classroom Environment**
Organization of an active learning environment to accommodate the needs of active, inquiring children in K-2.
- "IMAG - INVENTION"**
Participants in this workshop examine the relationship between imagination and invention. Ways to enhance and encourage both are examined.

Secondary Administrators Training

An in-service committee for middle and high school administrators consists of the Executive Director and Assistant Director of Middle and High School Programs, two high school principals, two middle school principals, two high school vice-principals, the Supervisor of Social Science, and the Supervisor of Staff Development. During the 1990-1991 and 1991-1992 school years, this group has organized and facilitated study groups for research and development.

Support to Employee Groups

Each employee group and some content areas have specific in-service committees which assess needs and determine long term goals and short term objectives. Specific in-service activities are designed by each in-service committee which require varying levels of assistance from the Department of Staff Development. These initiatives are documented by the district's Staff Development Plan. In-service groups have the opportunity to request funding through the Staff Development Budget.

Annual Professional Educators' Conference

The district holds an annual Professional Educators' Conference at the Des Moines Convention Center. Those attending include all teachers, as well as administrators, secretaries, associates, food and nutrition employees, and support staff in the district. The Department of Staff Development, along with the Professional Educators' Conference Committee, plans and organizes the in-service day.

Fall Conference

A fall conference is held each year during the week prior to the beginning of school. Staff Development organizes the conference by gathering information from Directors, Supervisors and Coordinators regarding the meetings they need to hold with their staff members. Once the times and dates have been established, Staff Development develops a schedule, and then secures and assigns rooms for each session. A brochure is developed by Staff Development and distributed to all staff members notifying them of their conference sessions.

Teacher Induction

Teachers who are new to the district are offered a series of presentations designed to provide support, familiarize them with the district, and strengthen their teaching skills. The Human Resources Supervisor and the Staff Development Supervisor jointly coordinate the delivery of these bi-monthly programs. Sessions are scheduled after the school day and attendance is voluntary. Topics range from classroom management, to record keeping, to available district resources.

Phase III Funded Staff Development Programs

School-Based Management Through Shared Decision-Making Demonstration Project Training

Staff Development is responsible for assuring provision of training to the one high school, one middle school and three elementary schools involved in this project. Three facilitators are identified from each school and receive training from a training cadre. The training includes the following components:

- characteristics of effective groups/facilitators
- Framework for Effective Schools
- belief identification
- shared vision of a school of greatness for the future
- critical attributes of change
- resistance to change
- school improvement plan
- school database examination
- change process
- personality inventory

After receiving the training, the facilitators will be responsible for training their respective school improvement teams.

Phase III Summer Institutes

Summer Institutes were coordinated by Staff Development during the summers of 1988, 1989, and 1990. Those submitting an institute idea presented their proposals to the Professional Development Committee. The committee then screened the proposals based upon specified criteria. Based upon the committee's recommendation, the Associate Superintendent of Teaching and Learning determined which institutes would be offered.

Topics addressed in summer institutes during 1988 included AIDS education, computer instruction, collaborative consultation, math, motivation, working with limited English students, suicide prevention, School Within a School, and individual education plans for students.

Topics addressed in summer institutes during 1989 included math, discipline strategies, fitness, science, math, marketing our schools, counseling English as a Second Language students, collaborative consultation, social science, and early childhood education.

Effective Teaching Course Program

Effective Teaching courses are developed to strengthen effective teaching and effective support service behaviors and skills as outlined in the *Framework for Effective Teaching* and the *Framework for Effective Support Services*. The Staff Development Department is responsible for the *Effective Teaching* program. Teachers receive incentive payments of \$250 for completing a 15 contact hour *Effective Teaching* course. The courses include classroom application accountability as shown on a plan written by the employee and approved by the principal.

Prior to 1990, the courses were identified by the Effective Teaching Course Committee and the Staff Development for Support Personnel Committee. Since fall, 1990, the Professional Development Committee has assumed this responsibility.

Effective Teaching Instructors

Twenty-six district staff members serve as *Effective Teaching* instructors. All instructors apply annually and interviews are facilitated by Human Resources. The cadre of instructors represents elementary, and secondary teachers, support staff members, and consultants. Each instructor possesses a master's degree and must have attained III-A status. All instructors' resumes are reviewed and approved by Drake University. Seventeen of the twenty-six instructors have been with the program since its inception in 1988.

III-B Training

Staff Development coordinates training provided to participants in the III-B Pilot Project.

III-B Training includes:

- Background of the project including its history, status, and future
- Framework for Effective Teaching*
- Framework for Effective Support Staff*
- III-B criteria
- Observation and data collection processes

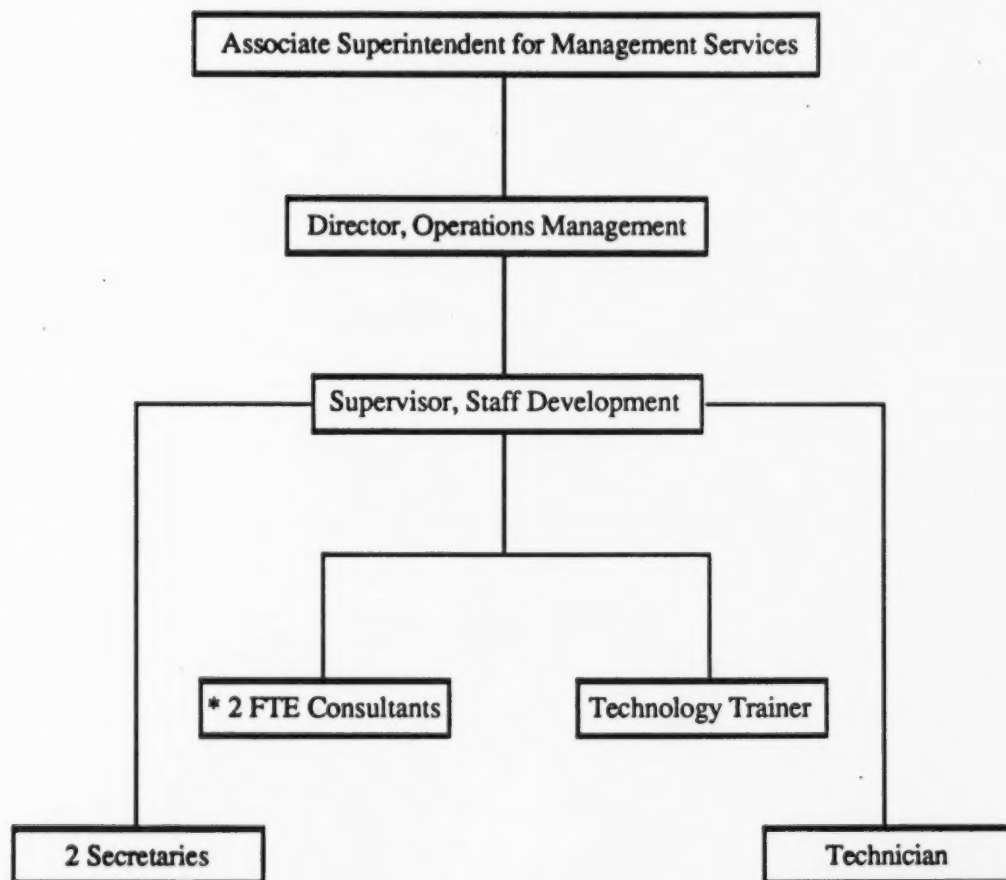
Practice sessions are conducted on anecdotal and verbatim data collection. Instruction is provided and practice is structured in conferencing skills. These skills include conducting a pre-conference, preparing for a post-conference, and providing conference feedback.

Formulation of the III-B training involves:

- identifying training needs
- developing the training program
- securing experts in the above topics to conduct the training
- preparing participant materials
- developing a training evaluation tool
- documenting participant attendance
- selecting the training site
- managing all logistics for the training days

Organizational Structure of the Staff Development Department

The organizational structure of the Staff Development Department includes one supervisor, two consultants, one technology trainer, two secretaries, and one technician. Following is the Staff Development Organizational Chart:



* 1 full-time equivalent consultant position is shared by two employees

Goals

Staff Development will meet the diverse continuing education needs of all employee groups by coordinating a quality educational program which focuses on professional growth and the refinement of skills. This goal is addressed by:

- reviewing current research on effective teaching and learning behaviors as well as the "best practices" in training and staff development.
- delivering programs which promote professional growth.
- coordinating activities which identify gaps and overlaps in training programs to ensure the most efficient use of the district's financial and human resources.
- providing direct and indirect assistance to other departments in the delivery of training.
- coordinating and effectively communicating the district's professional growth opportunities.
- facilitating the link between student success and individual and organizational development.
- coordinating the development and delivery of computer instruction and providing ongoing support.

Major Improvements in the Past Five Years

Effective Teaching Program

Staff Development expanded to meet the unique needs of Phase III when the program was instituted during the spring of 1988. The department hired another secretary, two course developers, and one consultant. The additional staff members spent a majority of their time managing the *Effective Teaching* program and responding to other Phase III demands. Unfortunately, a consultant position was cut from the budget in 1990.

Forty instructors were hired to teach *Effective Teaching* courses in the spring of 1988. Utilizing the expertise of our own employees in this capacity, in lieu of hiring outside consultants, has not only developed our own employees' skills, but provided a truly district-based use of funds.

Developing courses that are unique to the needs of our district, rather than adopting programs from outside consultants, is an innovation that few school districts employ. Staff Development Consultants have developed six courses that respond directly to the outlines devised by the committees responsible for selecting course topics. Courses are based upon the following Frameworks: *Effective Teaching*, *Effective Support Services*, and *Effective Schools*.

Optional Credit for Courses

Drake University has approved all existing *Effective Teaching* courses for optional graduate credit upon receipt of a payment of \$75 per credit hour. Program coordination, including course approval, tuition payment, instructor payments, and the recording of grades is the responsibility of Staff Development. Drake approves all instructors on the basis of their credentials and evaluation reports.

Assignment of Technology Trainer to Office of Staff Development

Due to the expanded use of Macintosh computers district-wide, Vicki Gooch was named the district technology trainer and assigned to Staff Development in 1989.

Move to New Facility

The Department of Staff Development was moved to the new Adult Learning Center at Samuelson Elementary School, 3929 Bel-Aire Road in June of 1991. At the center, in addition to the office locations, there are 5 training rooms plus a computer lab where classes may be offered during the contract day.

Renovations included new paint, carpet, window air conditioning in two rooms, construction of a temporary wall to locate a storage area, and vending machines, stocked by the Department of Food and Nutrition Management in a break room. There were televisions, VCRs, screens, camcorder, portable cassette players, portable sound system, and overhead projectors purchased.

District benefits include greater access to training of small and large groups and the convenience of having all materials in one location. There is less need to disturb teachers' classrooms for training events.

Another accomplishment associated with the move to Samuelson is the opportunity to hire a part time technician, who assists in managing the training rooms, refreshments, and structuring the professional library.

Staff Development Coordinating Council

A coordinating structure was implemented in 1990 to review and prioritize district training needs, set standards for in-service programs, identify gaps and overlaps in training opportunities, aid in the appropriate communication and documentation of all district training, and address training regulation standards.

District Training Calendar

Coordinated documentation of professional development meetings/programs was established in 1990 through the development and implementation of a district training calendar, managed by the Staff Development Department. This documentation has assisted in the coordination, communication, forecasting, and monitoring of the use of district resources, including the utilization of employee time and substitute teachers.

Board-Approved District Staff Development Plan

Department of Education standards now require that a staff development plan which includes three-year goals, one-year objectives, supporting activities, and an identified supporting budget be annually approved by the Board of Directors. The development of this district plan has resulted in long-range professional growth planning and annually identified appropriate training activities with supporting budgets. Prior to this planning process, a lack of adequate funding limited many training opportunities.

INPUT EVALUATION

Budget and Sources of Income

The Department of Staff Development is funded by the General Fund, the Phase III Fund, and receives an allotment from Heartland Area Education Agency. The monies received from AEA XI varies each year. During the 1991-1992 school year the district will receive \$8684.00 Additional 1991-1992 district resources, used for staff development activities, are identified and consolidated in the Staff Development budget for the purpose of more accurately reflecting staff development expenditures. These funds represent approximately 1.2% of the district's total \$156,000,000 budget. The following tables provide Staff Development budget information from the general fund and Phase III funds:

1990-1991 Staff Development District Budget

	<u>Appropriation</u>	<u>Expenditures</u>	<u>Percent of Appropriation Expended</u>
Grand Total	\$137,326.00	\$130,643.93	95.1

1990-1991 Personnel Resources

<u>CATEGORY</u>	<u>Local</u>	<u>Funding Source Phase III</u>	<u>Amount</u>
1 Supervisor	Local		\$47,712.00
2 Consultants		2-Phase III	\$75,421.00
1 Technology Trainer	Local		\$37,436.00
2 Secretaries	1-Local	1-Phase III	\$27,755.00
Totals:	\$98,798	\$89,526	\$188,324.00

1990-1991 Staff Development Budget Supported by Phase III

	<u>Appropriation</u>	<u>Expenditures</u>	<u>Percent of Appropriation Expended</u>
Grand Total	\$764,035.00	\$590,677.00	77.3

1991-1992 Staff Development District Budget to December 31, 1991

	<u>Appropriation</u>	<u>Expenditures</u>	<u>Percent of Appropriation Expended</u>
Grand Total	\$636,080.00	\$129,395.54	20.3

1991-1992 Personnel Resources

<u>CATEGORY</u>	<u>Local</u>	<u>Funding Source Phase III</u>	<u>Amount</u>
1 Supervisor	Local		\$52,286.00
2 Consultants		2-Phase III	78,540.00
1 Technology Trainer	Local		40,037.00
2 Secretaries	1-Local	1-Phase III	28,457.00
1 Technician	Local		16,000.00
Totals:	\$122,259	\$93,061	\$215,320.00

1991-1992 Staff Development Budget to December 31, 1991 Supported by Phase III

	<u>Appropriation</u>	<u>Expenditures to 12/31/91</u>	<u>Percent of Appropriation Expended</u>
Grand Total	\$638,325.00	\$323,578.83	50.7

Additional Sources of Revenue

Drake Credits from Phase III Effective Teaching Courses

When Effective Teaching participants elect to receive Drake graduate credit as an option, the Office of Staff Development reimburses the instructors at the rate of \$27.50 per credit, submits \$37.50 to Drake, and retains \$10.00 for managing the process. Following are the resulting amounts for:

1990-1991:

Total Credits	52
Fee to Drake	\$1,759.94
Amount to Instructors	\$1,620.00
Amount to Staff Development	\$520.00

1991-1992:

Total Credits	50
Fee to Drake	\$1,692.67
Amount to Instructors	\$1,517.22
Amount to Staff Development	\$500.00

Registration Fees from Staff Development Courses

Each participant is assessed a \$15 fee per credit hour for registering for a regular Staff Development course. Fees collected are used to support the \$450, per credit hour, supplemental pay earned by the course instructor.

1990-1991:

Fees Collected	\$4,139.00
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1991-1992:

Fees Collected	\$4,380.00
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Profession Educators' Conference Booth Exhibits

Exhibitors are charged a \$135 fee for a 10 foot by 10 foot booth. Fees include curtains, three tables, one chair, and a sign displaying their company's name.

1990-1991:	
Fees Collected	\$13,682.00
1991-1992: (to December 31, 1991)	
Fees Collected	\$5,145.00

1991 Major Expenditures for Adult Learning Center

Efficiencies in Staff Development activities generated unexpended funds. Typically these funds would be used for additional professional growth opportunities. This year, however, the 1990-1991 funds were utilized to support the purchase of equipment for the Adult Learning Center at Samuelson.

General Fund

AudioVisual Equipment	10,894.62
Refrigerator	501.00
Office Technology	8935.58

Phase III Funded

Computer Equipment/Support	2904.00
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Sub Total \$23,235.20

Exhibitor Income from Professional Educators' Conference

Tables and Chairs in Training Rooms:	\$24, 900.48
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Plant and Equipment Levy

Refurbishing of Samuelson:	\$11,262.00
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Phase III and General Fund

Professional Library	
1990-1991	\$14,518.33
1991-1992	<u>\$4,964.52</u>
Sub Total	\$19,464.52

Grand Total \$78,880.53

Committee Assignments 1991-1992

The Staff Development Supervisor and Consultants serve on a variety of district committees. The staff is assigned annually to represent the department on these committees. See Appendix A for a list of the committees.

Space Allocations and Special Physical Features

Facility - Samuelson Adult Learning Center

The Adult Learning Center is located at Samuelson Elementary, 3929 Bel-Aire Road.

Building areas assigned to the Adult Learning Center are as follows:

- Central Office
- Consultant Office
- Computer Training Center
- Training Rooms: 110, 111, 112, 113, and 115
- Storage Area

In-Service for Staff Development Staff

The ability of Staff Development to develop effective professional growth programs and train other staff members is dependent on their ability to stay abreast of educational research and new training concepts or programs. Attending professional conferences and training programs enhances Staff Developments' ability to meet this challenge. Following are professional meetings and conferences which have been attended:

1990

- Association for Supervision and Curriculum Development Summer Institute
- Institute for School Executives Conference
- Iowa Computer Using Educators Conference
- Technology Expo and Conference: North Central Regional Educational
- Teacher Empowerment Conference
- National Staff Development Conference

1991

- Effective Schools Conference
- Association for Supervision and Curriculum Development Summer Institute
- Iowa Computer-Using Educators Conference
- Iowa Curriculum and Instruction
- World Games Workshop
- National Staff Development Conference
- Fifth Annual Technology and Learning Conference

PROCESS EVALUATION

District Improvement Plan 1991-1992 (Approved June 4, 1991)

The following components relate to Staff Development:

III. The District Continues to Improve Human Resources Through Staff Development

10. Recognize and foster professional growth and improvement of all personnel.
 - expand district efforts in conflict management education toward all personnel groups
 - extend skill development in use of computers in instruction and office management
 - broaden efforts in school-based management through shared decision-making
 - continue development of instructional skills in specific content areas (National Goal #3)
 - expand knowledge and skill development of non-teaching staff

IV. The District Encourages Leadership and Management Development Through Strategic Planning

13. Improve the leadership and management of district programs through an administrative excellence program.
 - administrative leadership development

VII. The District Encourages Initiative and Planned Change Through the Involvement of Stakeholders

19. Implement specific technology initiatives.
 - provide additional equipment and orientation for bringing technology for teaching and learning into the classrooms

Staff Development Supervisor's Responsibility Statement

The responsibility of the Supervisor of Staff Development of Des Moines Public Schools is to insure that the Department of Staff Development meets the diverse continuing education needs of all employee groups by facilitating a quality educational program which focuses on professional growth and the refinement of skills.

ORGANIZATIONAL TASKS: Provide direction/organization/ coordination to the development and implementation of professional growth activities for all district employees.

OBJECTIVES:

1. Meet organizational expectations of all employee groups by:
 - a. Developing an organizational structure which enhances communication of all staff development opportunities provided to district employees.
 - b. Working with in-service planning committees.
 - c. Assessing in-service/professional growth needs.
 - d. Developing short and long range in-service/professional growth plans.
 - e. Utilizing appropriate human and material resources in the development and delivery of in-service/professional growth programs, including Phase III professional growth activities.
 - f. Maintaining appropriate documentation of employee participation in in-service/professional growth activities.
 - g. Developing and managing appropriate in-service/professional growth budgets.
2. Assist in the District's strategic planning by:
 - a. Participating on the Strategic Planning Committee.
 - b. Utilizing appropriate human and material resources in the development and delivery of district strategic planning activities, as needed.
 - c. Supporting district employees in the achievement of objectives by responding to in-service/professional growth needs.
 - d. Analyzing the existing funding mechanism for staff development and curriculum development and making recommendations for the coordinating and monitoring of financial resources allocated to these endeavors.
3. Assist in the District's Administrative Excellence Program by:
 - a. Working with Administrative Excellence Planning Committee.
 - b. Utilizing appropriate human and material resources in the development and delivery of in-service/professional growth programs, as needed.
4. Assist the District's efforts in school-based management through shared decision-making by:
 - a. Utilizing appropriate human and material resources in the development and delivery of in-service/professional growth programs, as needed.

Technology Instruction

The Department of Staff Development has one full-time staff member who is responsible for implementing the following components of the computer training program:

- assessing training needs
- designing training materials
- promoting and advertising computer courses/in-service
- instructing in-service training sessions
- providing staff development courses in computer software
- field testing software and making recommendations for district purchase and utilization
- providing "computer hotline" problem solving services

Franklin Time Management Seminar

The Department of Staff Development provides The Franklin Time Management Seminar which includes the use of the Franklin Day Planner. The training is designed to assist administrators and their staff members in enhancing their skills as educational leaders and managers of systems. Not only does the method provide an opportunity to plan and prioritize tasks, but it also encourages individuals to align their daily behaviors with personal values and goals.

Phase III Funded Staff Development

Effective Teaching Program

The development of *Effective Teaching* courses is a function of the Staff Development consultants, who compile research, format the information into fifteen hour courses, prepare participant and trainer guides, submit the course content to reviewers (i.e. Supervisors, Consultants, Coordinators) for input, locate supplemental materials, design instructor and course evaluation instruments, and train instructors to teach the courses.

Courses are available during the school year and in June and August. Advertisement of the course delivery dates and times is placed in the *Bulletin* and course registration materials are available to all staff members through Staff Development Specialists or building Principals.

Once registration forms are received, Staff Development personnel log the information into a computer data base. Based upon participant interest and instructor availability, they create sections of courses and make appropriate building and room arrangements utilizing district school buildings and the Adult Learning Center. Instructors are assigned to each section and confirmation letters are sent to all participants. Staff Development personnel then organize course materials for the instructors.

Upon course completion, Staff Development coordinates all necessary record-keeping. Course evaluations and instructor evaluations are reviewed and forwarded to Drake University for their records. Course application plans are recorded on the participant database. Staff development credit sheets, optional Drake credit, CEU credit, and payroll authorizations are processed and forwarded to their appropriate locations by Staff Development.

Staff Development trains *Effective Teaching* instructors in presentation skills, facilitation strategies, and adult learning concepts. Update sessions focusing on skill refinement are

also provided to the experienced instructors. Instructors are assigned to teach specific classes based upon their backgrounds, strengths, and interests. Once assigned to a class, instructors receive approximately 24 hours of course content training delivered by the Staff Development consultants.

Instructors are evaluated by class members at the conclusion of every class. Those records are maintained by Staff Development and are used in the future instructor selection process. Drake University also receives copies of all evaluations.

Annual Professional Educators' Conference

Planning for the conference begins a year in advance. Staff Development personnel coordinate and implement the activity with direction provided by the Professional Educators' Conference Committee. The subcommittees include the following: keynote speakers and presenters, scheduling, program book, exhibits, registration, audio-visual equipment, transportation, volunteers, signs, site, promotion, ribbons and name tags, invitations, and hospitality. The committee meets on a bi-weekly basis during the year.

Not only do district staff members present sessions in their areas of expertise, but a growing number of community agencies are participating and finding the conference an excellent method of strengthening school/community relations. Many nationally acclaimed individuals representing diverse aspects of education are invited to participate as keynote speakers.

With approximately 3500 employees attending the conference, school bus transportation is provided from district high schools to and from the Convention Center in order to ease the downtown parking situation.

Professional Meetings, Presentations, and Attendance

In an effort to keep abreast of the latest findings and best practices in education, staff members have attended the American Society for Curriculum Development National Conference as well as several Learning Institutes in Minneapolis. The National Staff Development Council annually presents a conference that addresses timely issues related to Staff Development. Staff members attended this conference in 1988, 1989, 1990, and 1991.

Whenever feasible, the Staff Development Consultants, Computer trainer, and/or the Staff Development Supervisor attend local and national presentations that are related to course development and training design. Examples include the following:

- Phase III Conference
- National Staff Development Council
- National School Board Conference
- Association for Supervision and Curriculum Development
- Association for Supervision and Curriculum Development Learning Institutes
- Iowa Curriculum Conference

Staff Development personnel are continually called upon to provide direction for new training topics, guidance in presentation skills, and the development of new training materials. To be able to respond to district training requests, it is critical that Staff Development personnel maintain and enhance their specialized skills.

Job Descriptions

Director of Operations Management

The director is responsible for overall supervision and direction of the department. Planning, staffing, and budget development and implementation are done in collaboration with other district administrators.

Supervisor of Staff Development

The supervisor is responsible for providing direction to and supervising all staff development employees and overseeing the daily operation of the Staff Development Department. The supervisor receives direction from the Director of Operations Management. The Supervisor of Staff Development is responsible for developing, coordinating, and monitoring the district's staff development budgets, coordinating the district's staff development programs, and supervising the district's Assistance Teams. The supervisor is also responsible for insuring that staff development related concerns in the Department of Education Standards and Des Moines Public Schools Comprehensive Agreement are successfully met.

Consultants

Consultants are responsible for the development of training programs and staff development courses, and the development of training materials. They assist in the training of Phase III instructors and in the coordination of professional growth programs for district employee. They also provide support to specific in-service groups and assigned schools.

Technology Trainer

The technology trainer is responsible for the development and delivery of computer instruction for district employees, scheduling and maintaining the district's computer lab at Samuelson, maintaining records of participation in computer training of district employees, and providing a district computer "hotline" support service.

Technician

The technician is responsible for scheduling, setting-up and cleaning-up training rooms, making coffee, setting-up audio-visual equipment, and assisting in the ordering of refreshments for training at the staff development center at Samuelson. The technician also provides assistance in development of training materials, providing typing services during training events, and maintains a professional library at Samuelson. The technician receives guidance from the staff development staff.

Secretaries

Staff Development secretaries are responsible on a daily basis for maintaining employee payroll records; scheduling the use of Samuelson, keeping computerized personnel records, compiling staff information for course registration, teacher/administrative recertification and documenting the completion of course work for Phase III requirements. They also assist in the development of promotional and training materials. The secretaries receive guidance from the Staff Development Supervisor, Consultants, and Technology Trainer.

PRODUCT EVALUATION

District Mission

The Department of Staff Development supports the district mission by empowering employees with skills to facilitate the educational process and learning environment of a diverse community of students.

Following are the items in the District Improvement Plan which are supported by the Staff Development Department. Included is the progress made for each item for the 1991-1992 school year.

District Improvement Plan 1991-1992 (Approved June 4, 1991)

III. The District Continues to Improve Human Resources Through Staff Development

10. Recognize and foster professional growth and improvement of all personnel.
 - Department of Staff Development has coordinated the financial resources which supported the training provided in conflict management to students, teachers, support staff, and bus drivers.
 - Department of Staff Development has provided ongoing computer and software training to secretaries, teachers, associates, and administrators.
 - Department of Staff Development has coordinated the delivery of two training events for school-based councils and the Phase III School-Based Management Through Shared Decision-Making Project Schools.
 - Department of Staff Development coordinates the budget which supports the development of instructional skills in specific content areas. It also provides ongoing support for in-service activities and coordinates the delivery of staff development courses for specific content areas. Professional Educators' Conference is an additional training opportunity for content supervisors and the teachers assigned to their content areas.

- Department of Staff Development provides consultative services to all in-service employee groups. Training opportunities provided from July 1, 1991 to December 31, 1991 include the following:
 - a training workshop for the secretarial staff of the Department of Human Resources on providing quality customer service
 - computer training for various employee groups
 - conflict resolution skills for bus drivers
 - special sessions at Professional Educators' Conference for Food and Nutrition employees, associates, office personnel, and all other groups

IV. The District Encourages Leadership and Management Development Through Strategic Planning

13. Improve the leadership and management of district programs through an administrative excellence program.
 - Supervisor of Staff Development has participated in numerous developmental committee meetings, for the Administrative Excellence Program, coordinated by the Department of Human Resources. The Administrative Excellence Program is tentatively to be designed by June, 1992. At that time, Staff Development will provide further services as needed.

VII. The District Encourages Initiative and Planned Change Through the Involvement of Stakeholders

19. Implement specific technology initiatives.
 - Staff Development Supervisor has coordinated the training of an Administrative Academy Cadre on the future of technology. The cadre will facilitate a series of in-service opportunities during the 1991-92 school year. The Staff Development Technology Trainer works closely with the district Technology Committee and provides training on software and computers as needed.

Outcomes from Departmental or Supervisor's Objectives

Supervisor objectives previously listed in the Process section of this report have been achieved. Some completed activities directed toward accomplishment of stated objectives are listed as follows:

- Developed and facilitated Staff Development Coordinating Council
- Worked with in-service planning committees

- Developed and analyzed in-service needs assessment tools
- Developed and implemented a District Staff Development Plan
- Provided ongoing support to Phase III programs
- Maintained appropriate Staff Development records
- Managed Staff Development budget
- Participated in and provided support to the District Strategic Planning Committee
- Participated in District's Administrative Excellence planning committees
- Developed and implemented training events supporting school-based management through shared decision-making

Iowa Department of Education School Visit Report January Through May 1991

Section I of this report addresses the standards in the following format for each division: observations, strengths, areas for growth/recommendations, and areas of non-compliance/recommendations. Standards not addressed in this report are considered in compliance or not of concern at this time for this school.

Section 1: Accreditation Standards

- VII STAFF DEVELOPMENT.** Division VII provides for the staff development and supporting budget of a school.
- A. Observations:**
This department has grown in terms of general funds and Phase III funds in the last few years.
- B. Strengths:**
Many projects, activities and staff "self help" are available through this department. The in-service day which is held once a year is a good example of how intensive the staff development program is for the district.
- C. Areas for growth/Recommendations:**
Encourage more staff to be presenters during the in-service day. Also, video tape, where practical, those presentations that could be made available to building staffs' even on an individual basis.
- D. Areas of non-compliance/Recommendations:**
None.

Staff Development Credit Courses

During the 1990-1991 school year, there were 30 classes offered for staff development credit. The topics included Signed English, Math, First Aid, Computer Instruction, Administrative Leadership, Planning for Retirement, and Working with Students at Risk. A total of 537 staff members participated in the classes.

Administrative Academy

The course offered through the Administrative Academy during the 1990-1991 school year was Tools for Leadership (180 participants). The 1991-1992 academy is currently preparing to offer Future Technology.

Franklin Time Management Program

The Administrative Academy agreed to finance the training of two individuals from Staff Development for the Franklin Time Planning System. There are 160 administrators, consultants, and secretaries who have been trained to use the time management system. Not only was this a more economical method of training, but potentially, it has saved the district dollars in terms of time managed more effectively. Training sessions will continue to be scheduled in order to accommodate those who are interested.

Computer Instruction

Following are computer seminars available during the contract day:

•Introduction to the Macintosh

This workshop deals with fundamentals of the Macintosh and the basic skills needed to use a Macintosh computer regardless of the application program in use. During 1990-91, there were 118 enrollees in this introductory course. During 1991-1992, there have been 76 participants.

•Beginning Works Word Processing

This session covers the fundamentals of the Microsoft Works Word Processor. This program facilitates skills in writing and editing text, cutting and pasting, and spell checking.

A necessary prerequisite is the above introductory course. There were 107 participants in this seminar during 1990-1991 and 45 during 1991-1992.

•Works Database

Works Database automates your filing system. Topics covered include: creating a simple database, editing information, record selection, and defining report formats for printing information. Forty-four individuals completed this seminar in 1990-1991 and 61 during 1991-1992.

•**Works Advanced Word Processing and Mail Merge**

This seminar includes creating form letters with mail merge, printing mailing labels, and creating templates as stationary files. There were 44 participants in 1990-1991 and 17 during 1991-1992.

•**Works Draw Feature**

Topics included in this seminar are: use of the different tools in the Draw Tools palette, creating columns and linking them together, and copying HyperCard clip art into a Works word processing document. Thirty-six individuals participated in this seminar in 1990-1991 and 33 so far in 1991-1992.

•**Using Spreadsheets**

This workshop includes becoming familiar with the parts of a spreadsheet document, entering information, formulas, and built-in functions. There were 31 participants in 1990-1991 and 18 in 1991-1992.

•**Using the Multifinder Operating System**

This workshop helps participants learn how to see and work with documents from different applications concurrently; have constant access to the Finder; and print documents on the LaserWriter and go on with your work while printing is in progress. This was offered in 1990-1991 with 7 participants.

•**Using Springboard Publisher**

This program deals with page design, graphics, and special effects. It is helpful in creating newsletters, flyers, special reports, etc. Offered in 1990-1991, there were 14 participants.

•**Beginning Word 4.0**

This workshop lays the groundwork for using Microsoft Word. It includes demonstrations of the basic editing tools, simple document formatting, creating footnotes, defining glossaries, and using the spelling checker. Forty six individuals completed this session in 1990-1991 and 11 in 1991-1992.

•**Intermediate Word 4.0**

Special features such as style sheets and form letters are examined. Customizing menus, setting defaults, and creating and positioning header/footers are presented. In 1990-1991, there were 35 participants; in 1991-1992 there have been 9.

•**Advanced Word 4.0**

As an extension of the above course, this seminar includes sectioning a document, creating multiple columns, using tables, and sorting. Fourteen individuals completed the course in 1990-1991 and 9 have so far in 1991-1992.

•**Creating a Table of Contents with Word 4.0**

Two ways of generating a table of contents are explored: using special hidden identification codes and using style sheets to outline a document for generating a table of contents. Offered in 1991-1992, there have been 17 participants.

•**FileMaker Part I - The Basics**

Topics covered include: database concepts, defining different types of fields, editing data, finding records using search requests, sorting records, and save/copy formats. The number of participants includes 22 in 1990-1991 and 21 in 1991-1992.

•FileMaker Part II - Automatic Data Entry

This workshop involves learning about calculated fields, repeating fields, summary fields, automatically entered data, display lists, and tab order. Nineteen people took the course in 1990-1991 and 17 in 1991-1992.

•FileMaker Part III - Working with Layouts

Topics include: creating and editing layouts, using the layout Toolbox, changing fonts, and controlling alignment of objects. There were 20 participants in 1990-1991 and 20 in 1991-1992.

•FileMaker Part IV - Preparing to Print

Topics of this seminar include: headers, footers, sub-summaries, grand summaries, and manipulating layout body parts. Twenty-one participants completed the seminar in 1990-1991 and 17 in 1991-1992.

Following are Staff Development credit classes, offered beyond the contract day, concerning the use of the computer and specific software seminars:

•Beginning Microsoft Word 4.0

Same description as above. Offered in 1990-1991, there were 39 participants.

•The Macintosh and Microsoft Works

Same description as above. There were 105 participants in 1990-1991 and 42 in 1991-1992.

•Using FileMaker Pro

Same description as above. Offered in 1990-1991, there were 16 participants.

•Using Microsoft Works Database and Spreadsheet

Same description as above. Offered in 1991-1992, there have been 13 participants.

•HyperCard on the Macintosh

HyperCard has been described as an information organizer, an advanced database, a new graphics environment, and much more. There have not been any participants as it is a new course.

Office Personnel Seminars

During the 1990-1991 school year, the following seminars were presented and attended by 141 secretaries:

- Easing Newsletter Stress -25 participants
- Front line PR -14 participants
- English Brush-Up -17 participants
- New Secretaries Session -8 participants
- Building Self-Esteem -24 participants
- Humor in the Workplace -36 participants
- Women Working With Women -17 participants

In the 1991-1992 school year, the following seminars are being presented:

- No Sweat Newsletters -10 participants
- Cultural Awareness -20 participants
- Coping With Conflict -16 participants
- So What Have You Done For Yourself Lately - To be presented in 1992
- Self Esteem on the Job - To be presented in 1992
- Balancing Work and Family - To be presented in 1992

Elementary Principals' Training

In June, 1991 elementary principals were required to participate in a 3 day training event titled Tools for Leadership for School-Based Shared Decision-Making.

Secondary Administrators' Training

During 1990, research and development study teams addressed the Carnegie Unit, the Anonymous Student, and Conflict Management. In June, 1991 secondary administrators were required to participate in a 3 day training event titled Tools for Leadership for School-Based Shared Decision-Making.

Annual Professional Educators' Conference

In the February 1992 in-service conference there were 167 sessions scheduled during the day. Staff members can select the sessions they wish to attend. Each year a different topic is selected as a general theme or focus.

Topics used in the past include:

- 1988 - Education '88 - Better Than Ever
- 1989 - Working Together Through Effective Education
- 1990 - Teaching and Learning - Focusing on Students at Risk
- 1991 - Teaching and Learning - Celebrating Diversity
- 1992 - Teaching and Learning - Creating a World Class School District

Evaluations of the conference are positive. Few districts the size of Des Moines Public Schools offer their staff members such a comparable opportunity.

Pre-School Certification

A Pre-School Certification program has been initiated with Drake University. The Supervisor of Early Childhood Programs, the Executive Director of Elementary, and the Supervisor of Staff Development will coordinate the delivery of an Early Childhood Staff Development Course and student teaching experience during the spring and summer of 1992.

School-Based Council Training

During the 1990-1991 school year, a study team of administrators, teachers, and parents designed and developed a training component for school-based management through shared decision-making. The training included the following components:

- Guidelines for School-Based Councils
- Consensus Building
- Team Building
- Brainstorming
- Visioning
- Characteristics of an Ideal School

Each school identified its school-based council and received training through feeder pattern organizational groups. The training was delivered during September and October, 1991, and provided in-service to approximately 736 participants. The 30 trainers will continue to be a support service for school-based councils as needed or requested.

Effective Teaching Course Program

Courses that are included in the *Effective Teaching* Course Program:

•Introduction To The Elements Of Effective Instruction.

Participants discuss the implications of the educational reform movement and current research in effective teaching practices. The *Des Moines Framework for Effective Teaching* is examined. Since this was one of the first courses offered in 1988, by 1990, there had been 1493 participants. Although this class is still advertised as an option in the summer, there have been no participants since 1990-91 due to the number of teachers and administrators who took the class in 1988-1989.

•HOTS (Higher Order Thinking Skills)

Participants increase awareness of the research concerning higher order thinking skills. Classroom strategies and techniques for fostering higher order thinking skills, decision-making, and problem solving are presented. As another of the first courses offered in the Effective Teaching program, the enrollments for HOTS have diminished since 1989-1990. The class is still advertised as an option for teachers new to the district who may not have had an earlier opportunity to register for it. There were no participants from 1990-1992.

•GESA (Gender/Ethnic Expectations and Student Achievement)

Participants explore expectations based on gender and ethnic backgrounds and the effects upon student achievement. Teachers work in teams in order to observe and be observed for teacher-student interactions. GESA was also one of the first courses offered in the program. There have been no participants since 1990.

•COPE (Classroom Organization for a Positive Environment)

Participants explore the effect of climate on student achievement by focusing on stress management, time management, planning for learning, classroom routines and organization. Over 1300 teachers took the course from 1988-90, there were 34 participants in 1990-1991 and 58 in 1991-1992.

•SUCCESS (Strategies Utilizing Collaborative Consultation for Effective Support Services).

Non-classroom certificated staff members are the target audience for this class. The course focuses on skills needed in the collaborative consultation process. There were 131 participants in 1990-1991, but none in 1991-1992. A total of 427 employees have taken the class.

•Youth At Risk.

Participants examine definitions, facts, and guidelines concerning youth at risk in our schools. Factors that place students at risk, dysfunctional families, and community resources are discussed. There have been 1,173 participants in the class since it was developed in 1989-1990. During 1990-91 there were 814 participants and in 1991-1992, there were 66.

•Cooperative Learning I.

The Johnson and Johnson Model of Cooperative Learning is presented in this course. This is the first in a two-part series utilizing the textbook, *Cooperation in the Classroom*. Participants learn the basic techniques in structuring students working in small cooperative groups. Class participants enroll in the course as a building team so that they may provide support to one another on site. Administrators have been urged to participate also. In 1990-1991, there were 132 enrolled and in 1991-1992, there have been 34 participants.

•Cooperative Learning II.

This course is the second in a two-part series. The focus is on the refinement of implementing Cooperative Learning principles in the classroom. Also covered are strategies suggested by Spencer Kagan and Robert Slavin. In 1990-1991 there were 162 teachers involved in the class and in 1991-1992 there have been 63.

•CARE (Creating a Responsive Environment).

Participants explore the effect of climate on student achievement by focusing on using humor, fostering higher self-esteem, managing student behavior, and resolving conflict in the classroom. Developed in the spring of 1991, there have been 514 participants in 1990-1991 and 368 in 1991-1992.

Evaluation Results of Effective Teaching Courses and Instructors

Evaluation forms for the Effective Teaching course content and instructor effectiveness are completed by each participant at the conclusion of the class. The evaluation range is a 4 point scale including rankings of very good, (4) to very poor, (1). Of the 6,611 class participants, the average evaluation for courses is 3.44 and for instructors is 3.71. See Appendix C for detailed data.

Summer Institutes

There were four summer institutes offered during the summer of 1990. They included Physical Education for all Seasons (79 participants), Composition Scoring (27 participants), Elementary School Conflict Resolution (30 participants), and Secondary School Conflict Resolution (23 participants).

Adherence to Standards, Policies, and Regulations

The Department of Staff Development is regulated in its operation. The Staff Development Department adheres to and is in compliance with existing Comprehensive Agreements and Department of Education Standards. The Department of Staff Development is in compliance with all board policies and administrative procedures that are congruent with the Comprehensive Agreement. When inconsistencies exist between board policy and administrative procedures or with the Comprehensive Agreement, the Comprehensive Agreement is followed.

Presentations

Members of the Staff Development Office have presented sessions twice at the annual Iowa Curriculum and Instruction Conference. In 1989, their topic was "Customizing Staff Development for Effective Teaching: A Holistic Approach" and in 1990, "Dealing with Diversity in the Classroom Through Cooperative Learning." In 1989, staff members also presented at the State Phase III Conference. In the fall of 1991 presentations were made to Department of Education New Administrators Conference, School Administrators' of Iowa Conference and the National Education Forum. Additionally, during three different semesters, Drake University's doctorate program has asked the Staff Development Supervisor to present a three hour seminar on effective staff development programs.

FUTURE PLANNING

Because the Des Moines Public School District is moving more aggressively into school improvement and school transformation, the role of Staff Development becomes increasingly more important and more complex. Staff Development will continue to provide technical training and professional growth opportunities to all employee groups. Additionally, to ensure the most effective and efficient use of resources, future Staff Development programs will be closely tied to the strategic planning and organizational development efforts taking place within the district. This philosophy of providing staff development programs to support strategic planning and organizational development initiatives assures a sound foundation of the skills necessary for planning the district's future.

Strategic planning has clarified the mission of the Des Moines Public Schools and set the course for the organizational development activities needed to carry out this mission. These activities include district and school improvement plans, data bases for each school, program evaluations, School-Based Management through Shared Decision-Making, School-Based Councils, Administrative Excellence, the Framework for Effective Teaching, the Framework for Effective Support Services, and the Framework for Effective Schools. Staff Development is an important vehicle to communicate the common culture and values of the district to all employee groups through professional growth activities outlined in the three-year staff development plan for each employee group.

I. Provision of Staff Development Programs to Support Strategic Planning and Organizational Development

The Staff Development Coordinating Council will continue to assure efficient and effective use of district resources and utilize current research to plan activities, as identified through the Strategic Planning process, for the future organizational and staff development needs of the district.

School-Based Management through Shared Decision-Making
Successful implementation of School-Based Management through Shared Decision-Making will require on-going training for all stakeholders in disaggregation of data, visioning, collaboration skills, and the development of school improvement plans.

Identification of all district funds used for staff development activities.
Currently, partial implementation exists to coordinate the total amount of funds (including substitute teacher costs) spent by the district for training and development activities. It is recommended that all schools and departments use specific account numbers assigned for training and development activities. This would enable the Staff Development Coordinating Council to more fully coordinate, document, and assist in the development and delivery of district training and accurately report expenditures related to training.

It is also recommended that departments and schools report staff development activities to allow greater collaboration. This would prevent the duplication of efforts, make more efficient use of funds, expand the audience benefiting from a given activity, and promote greater collegiality among staff due to common experiences. The Staff Development Coordinating Council can facilitate this type of collaboration by collecting and disseminating the types of staff development activities taking place throughout the district.

These efforts would not require any additional expenditure of district funds.

Effective Schools and Current Research on Teaching and Learning
The Staff Development Department personnel will continue to keep current with the research taking place in the area of effective schools and teaching and learning. This research base will serve as the foundation for future staff development activities.

In June, 1992, a three-day course on Effective Schools will be offered to all administrators. This course will also be available to teachers as an *Effective Teaching Course*. Schools will have the option of creating an Effective Schools cadre (which may be a part of the School-Based Council or other existing school improvement group). Cadre members from all schools would meet on a regular basis to gain additional information that they would then share with their colleagues back in their schools. In this manner, the research on Effective Schools can be kept up to date and integrated into school improvement activities.

This training project would require about \$20,000 to support two cadre members, from each school, to receive 20 hours of training.

Collaboration with Business, Community and Other Educational Organizations

Participation of all stakeholders strengthens our educational program. The relationships established with the Business/Education Alliance can be further expanded to encompass more shared training events that bring business persons and educators together. Many of the staff development activities conducted by the district would be of benefit to the business community. Conversely, the business community has professional growth activities that would be of interest to our staff members. Such cooperative activities would contribute greater understanding and awareness for all of those involved.

This same type of reciprocal arrangement could be established with neighboring school districts and institutes of higher education.

If training is shared on a space available basis, no additional training costs would occur.

Update District Policies and Procedures

Present district policies and procedures regarding professional growth for its employees are not congruent with employees' comprehensive agreements. It is recommended that the district's written policies and procedures be reviewed to accurately reflect the current comprehensive agreements.

It is suggested that no additional district funds would be required to support this recommendation.

II. Provision of Staff Development Program to Support School Improvement/Transformation and School-Based Staff Development

While schools become more sophisticated in developing their school improvement plans, Staff Development will become more closely aligned with specific school improvement efforts. School staffs will take a more active role in designing a Staff Development program that meets the specific needs of the school and supports the school improvement plan.

To support school-based staff development, a greater portion of the budget should be decentralized to facilitate the implementation of a "consumer-driven" support system of

staff development services. The Staff Development Department would assist school staffs, as requested, in the design of a staff development plan that would support the District and School Improvement Plan.

The Staff Development Department would review individual school staff development plans to coordinate the delivery of services at the district and building level.

It is suggested that no additional staff development funds would be required to support this effort, rather a reassigning of staff development funds already in place.

III. Future Plans for Existing Programs

Research on professional growth and staff development indicates that all employees tend to go through stages of professional development during their careers. These stages include:

- Induction/Competency Building
- Master/Expert
- Renewal
- Exit

Based upon this research, the Staff Development Department will continue to refine the types of staff development opportunities made available.

Administrative Excellence

As the Administrative Excellence program is designed and implemented, Staff Development services will be developed to support the professional growth of administrators.

School-Based Management through Shared Decision-Making

Initial training has been provided to all School-Based Councils in support of School-Based Management through Shared Decision-Making (SBM/SDM). To ensure the success of SBM/SDM, on-going training is available to schools that request additional support.

In addition to the School-Based Councils, five schools are participating in the SBM/SDM Demonstration Project being supported by Phase III funds. More intensive training and technical assistance will be given to the school improvement teams of these buildings for a period of at least three years.

Effective Teaching Courses

The following courses have been approved by the Professional Development Committee. Each course topic will be researched, materials developed, and instructors trained by the Staff Development consultants.

The first delivery of each course is indicated in italics.

- *Effective Schools* 1991-1992
- Collaborative Opportunities Affecting Classroom Harmony 1992-1993
- Assessment of Student Learning 1993-1994

Regular Staff Development Program

Courses to support classroom teachers in updating their knowledge and skills in specific curriculum areas will continued to be offered.

Technology Training

While the world of technology continues to expand, staff development activities will be offered to all district staff in the basic skills of computer use, use of software programs, and the integration of computers and instruction.

Training Mandated by the Iowa Department of Education

The Staff Development Department will continue to keep abreast of new requirements for training (Child Abuse Reporting, Multi-cultural Non-Sexist Training, etc.) that may come from the State of Iowa and the Department of Education.

The projected expenditures for these programs will reflect the funding levels of the district's Staff Development and Phase III budgets.

IV. Staff Development Personnel

As the district increases its school improvement and transformation efforts, as dramatic changes take place in curriculum and teaching practices, and as technology becomes more available, staff development will be necessary to implement and support the changes that will be taking place in our schools. It is recommended that district funding be able to maintain the current staff of 2 consultants and 1 secretary in the event that Phase III funds are eliminated by the state. Consultants should be provided extended contracts to cover the summer job requirements.

To maintain the current level of personnel supported by Phase III, the district budget would need to reflect and additional \$97,714 in personnel expenditures.

It is also recommended that two additional Technology Consultants (in addition to the Technology Instructor) be added to meet the demand for training in new technology and assist teachers in the integration of technology and instruction.

This would be an additional \$77,000 in Staff Development personnel expenditures.

V. Facility Improvements for Samuelson Adult Learning Center

The district has created a much-needed facility that provides space for staff development activities and a wide variety of meetings. To make the Samuelson Adult Learning Center fully functional for year-round, multi-purpose use, the following improvements are needed:

- Adult-sized tables and chairs for 2 training rooms - \$15,005
- Parking lot expansion - \$75,000
- Computer network link to Central Office - \$3,500

In addition to structured staff development programs, many teachers and administrators are interested in pursuing a more personalized approach to professional growth. The Staff Development Department, as part of the Samuelson Adult Learning Center, is creating a Professional Library of books, video tapes, audio tapes, and journals that address the current issues, trends, and research finding in education. - \$20,000

To assist personalized professional growth, it would be desirable to incorporate technology-assisted learning into the Adult Learning Center. Through the use of laser disks, computers, computer networks, and video media, staff members would have greater access to information and could tailor learning activities to meet their own needs. Such technology-assisted learning activities would also serve as a demonstration site for the integration of technology and instruction. - \$18,250

Projected cost for the Adult Learning Center improvements is \$131,755

APPENDIX A

District Committees with Representation from Staff Development

Administrative Academy
Administrative Academy Steering Committee
Administrative Excellence Planning Committee
Associates' In-Service Committee
At -Risk Coalition
Bus Drivers' In-Service Committee
Business/Alliance Committee
Counselors In-Service Committee
Craftsman In-Service Committee
Custodians' In-Service Committee
Des Moines Administrators Association Board
Des Moines Plan In-Service Committee
Des Moines Teachers Association Board
Dolan Group
Elementary Principals' In-service
February In-Service Committee
Food and Nutrition In-Service Committee
Health Services In-Service Committee
Human Resources In-service Committee
Instructional Leadership Team
Neighborhood Schools Project In-Service Committee
Office Personnel In-Service Committee
Phase III Administrative Advisory Committee
Phase III Advisory Committee
Phase III Advisory Committee
Phase III Framework for Effective Schools
Phase III SBM/SDM Demonstration Schools Steering Committee
Professional Development Committee
SBM/SDM Coordinating Committee
School Climate Committee
Secondary Administrators' In-service
Social Workers In-service Committee
Staff Development Coordinating Council
Stakeholders In-Service Committee
Strategic Planning Committee
Technology Advisory Committee
United Way Campaign

APPENDIX B

Staff Development Course Offerings 1986 — 1991

YEAR	86-87	87-88	88-89	89-90	90-91	TOTAL
Number of courses offered:						
For teachers	48	38	25	35	85	231
For administrators	9	14	11	31	2	67
Total	57	52	36	66	87	298
Credit hours earned:						
Teacher recertification	667	1,596	2,812	2,169	1,835	9,079
Administrator update	389	250	221	210	71.5	1141.5
Non-credit	28	0	0	0	0	28
Total	1,084	1,846	3,033	2,379	1,906.5	10,248.5

PHASE III COURSE AND INSTRUCTOR EVALUATIONS

November 1991

Course Title	1988 - 1989				1989 - 1990				1990 - 1991				1991 - 1992				ALL YEARS			
	Participants		Course	Instr	Participants		Course	Instr	Participants		Course	Instr	Participants		Course	Instr	Participants		Course	Instr
	Admin	Tch	Avg	Avg	Admin	Tch	Avg	Avg	Admin	Tch	Avg	Avg	Admin	Tch	Avg	Avg	Admin	Tch	Avg	Avg
Intro to Effective Teaching	8	1,418	3.27	3.67	0	16	3.58	3.85	0	21	3.69	3.82					8	1,435	3.28	3.67
HOTS	4	384	3.85	3.82	0	63	3.77	3.90									4	447	3.83	3.83
GESA	3	347	3.22	3.52	0	32	3.71	3.54									3	379	3.46	3.53
COPE	3	745	3.25	3.63	1	573	3.46	3.78	0	34	3.28	3.81	0	16	3.51	3.86	4	1,368	3.40	3.71
SUCCESS					0	296	3.14	3.57	0	131	3.15	3.68					0	427	3.15	3.60
Cooperative Learning I					11	221	3.69	3.86	4	128	3.70	3.92	0	17	3.91	4.00	15	366	3.71	3.89
Youth at Risk					2	498	3.44	3.71	4	629	3.47	3.72	1	46	3.35	3.71	7	1,173	3.43	3.71
Cooperative Learning II									7	155	3.49	3.71	1	46	3.58	3.95	8	201	3.50	3.73
CARE									2	512	3.48	3.77	2	230	3.61	3.71	4	742	3.51	3.75
ALL COURSES	18	2,894	3.38	3.66	14	1,699	3.47	3.74	17	1,610	3.48	3.75	4	355	3.58	3.76	53	6,558	3.44	3.71

Note: All averages are based on a 4-point scale.

APPENDIX C